

## Nurture - KS2 - English Curriculum Intent: The Foundations of English

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Autumn	Remembrance	Chinese New Year	Easter	St George's Day	Sporting Celebrations
<b>Content</b>	'Charlie and the Chocolate Factory' by Roald Dahl. 'Chocolate Cake' by Michel Rosen.	'How to Train your Dragon' by Cressida Cowell. 'In Flanders Fields' by John McCrae.	'Polar Explorers' stories, diaries, newspaper reports and fact files.	'Charlie and the Chocolate Factory' by Roald Dahl. 'Chocolate Cake' by Michel Rosen.	'How to Train your Dragon' by Cressida Cowell. 'St George and the Dragon' by Brenda Williams.	'Commonwealth Games' stories, diaries, newspaper reports and fact files.
<b>Reading</b>	<b>CORE READING SKILLS:</b> Yr2: Use tone and intonation when reading aloud. Yr3: Discuss their understanding of the text. Yr4: Navigate texts, e.g., using contents and index pages, in order to locate and retrieve information in print and on screen. Yr5/6 - Analyse the conventions of different types of writing.  <b>CORE KNOWLEDGE:</b> author research 'Roald Dahl'. Features of a story.	<b>CORE READING SKILLS:</b> Yr2: Activate prior knowledge and raise questions. Yr3/4: Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Yr5/6: Scan for information.  <b>CORE KNOWLEDGE:</b> Remembrance Day. Features of a non-chronological report.	<b>CORE READING SKILLS:</b> Yr2: Identify how specific information is organised within a non-fiction text. Yr3/4: Navigate different text types. Yr5/6: Retrieve, record, make notes and present information from non-fiction texts.  <b>CORE KNOWLEDGE:</b> Chinese New Year. Features of a diary.	<b>CORE READING SKILLS:</b> Yr1: Make basic inferences about what is being said and done. Give opinions and support with reasons. Yr3/4: Justify responses to the text using the 'point + evidence' prompt Yr6: Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Justify opinions and elaborate by referring to the text.  <b>CORE KNOWLEDGE:</b> author research 'Roald Dahl'. Features of a story.	<b>CORE READING SKILLS:</b> Yr2: Activate prior knowledge and raise questions. Yr3/4: Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. Yr5/6: Scan for information.  <b>CORE KNOWLEDGE:</b> St George's Day. Features of a non-chronological report.	<b>CORE READING SKILLS:</b> Yr2: Identify how specific information is organised within a non-fiction text. Yr3/4: Navigate different text types. Yr5/6: Retrieve, record, make notes and present information from non-fiction texts.  <b>CORE KNOWLEDGE:</b> World sporting events. Features of a diary.
<b>Writing</b>	<b>CORE SKILLS:</b> write a story.  <b>MAIN FOCUS OF SKILL:</b> creating character and developing their behaviour, and creating a plot. Writing in first or third person.  <b>Non-Negotiables:</b> Yr2: capital letters for people, places, days of the week and months of the year. Yr3: commas in a list. Yr4: commas to mark clauses and after fronted adverbials. Yr5/6: use a variety of sentence structures.	<b>CORE SKILLS:</b> write a non-chronological report.  <b>MAIN FOCUS OF SKILL:</b> using imagination and informing the reader. Writing in present tense.  <b>Non-Negotiables:</b> Yr2: correct use of question marks. Yr3: commas in a sentence where the subordinate clause appears first. Yr4: correct use of Standard English verb inflections. Yr5/6: proof-read for consistent subject/verb agreement.	<b>CORE SKILLS:</b> write a diary.  <b>MAIN FOCUS OF SKILL:</b> writing about feelings and events, writing chronologically. Writing in past tense.  <b>Non-Negotiables:</b> Yr2: correct use of exclamation marks. Yr3: consistent use of tense. Yr4: paragraphs to organise. Yr5/6: proofread to check for correct use of tense.	<b>CORE SKILLS:</b> write a story.  <b>MAIN FOCUS OF SKILL:</b> creating character and developing their behaviour, and creating a plot. Writing in first or third person.  <b>Non-Negotiables:</b> Yr2: correct spelling of high frequency words. Yr3: correct use of determiners 'a' and 'an'. Yr4: correct use of speech punctuation. Yr5/6: proof-read to check for spelling and grammar.	<b>CORE SKILLS:</b> write a non-chronological report.  <b>MAIN FOCUS OF SKILL:</b> using imagination and informing the reader. Writing in present tense.  <b>Non-Negotiables:</b> Yr2: correct spelling of taught common exception words. Yr3: correct spelling of taught words/patterns. Yr4: correct spelling of words from Y3/4 word list. Yr5/6: proof-read to check for correct punctuation., A,?,!,"";:-	<b>CORE SKILLS:</b> write a diary.  <b>MAIN FOCUS OF SKILL:</b> writing about feelings and events, writing chronologically. Writing in past tense.  <b>Non-Negotiables:</b> Yr2: proof-reading work to check for errors. Yr3: apostrophes for contraction and singular possession. Yr4: using short and compound sentences. Yr5/6: correct spelling of taught words from Y5/6 word list.
<b>Spoken Language</b>	<b>Role play.</b>  <b>AIM:</b> Taking on the role of someone else - planning and thinking about what a character would say and do. Using body language and voice appropriate to the character. Working well with others.	<b>Presenting a non-chronological report.</b>  <b>AIM:</b> capturing the audiences' attention, speaking clearly and in full sentences. Planning and thinking about what the audience needs to know. Showing confidence.	<b>Paired discussion.</b>  <b>AIM:</b> active listening and turn taking. Learning from others and showing respect.	<b>Role play.</b>  <b>AIM:</b> Taking on the role of someone else - planning and thinking about what a character would say and do. Using body language and voice appropriate to the character. Working well with others.	<b>Presenting a non-chronological report.</b>  <b>AIM:</b> capturing the audiences' attention, speaking clearly and in full sentences. Planning and thinking about what the audience needs to know. Showing confidence.	<b>Paired discussion.</b>  <b>AIM:</b> active listening and turn taking. Learning from others and showing respect.
<b>Grammar and Vocab</b>	<b>GRAMMAR KNOWLEDGE:</b> Yr2: expanded noun phrases. Yr3: expanded noun phrases. Yr4: subordinating conjunctions and coordinating conjunctions. Yr5/6: past simple, past progressive, present simple and present progressive, past perfect and present perfect tense.  <b>KEY TERMINOLOGY:</b> consequence, dilemma, plot, simile, alliteration, onomatopoeia.	<b>GRAMMAR KNOWLEDGE:</b> Yr2: subordinating conjunctions. Yr3: subordinating conjunctions. Yr4: past simple, past progressive, present simple and present progressive, past perfect and present perfect tense. Yr5/6: sentence types: statement, command, question, exclamation.  <b>KEY TERMINOLOGY:</b> topic heading, introduction, facts, bullet points, captions.	<b>GRAMMAR KNOWLEDGE:</b> Yr2: coordinating conjunctions. Yr3: coordinating conjunctions. tent Yr4: sentence types: statement, command, question, exclamation. Yr5/6: adverbials.  <b>KEY TERMINOLOGY:</b> pronouns, point of view, opinions, informal, rhetorical question, chronological.	<b>GRAMMAR KNOWLEDGE:</b> Yr2: past simple, past progressive, present simple and present progressive tense. Yr3: as above, and past perfect and present perfect tense. Yr4: adverbials. Yr5/6: relative clauses and relative pronouns.  <b>KEY TERMINOLOGY:</b> consequence, dilemma, plot, simile, alliteration, onomatopoeia.	<b>GRAMMAR KNOWLEDGE:</b> – Yr2: sentence types: statement, command, question, exclamation. Yr3: sentence types: statement, command, question, exclamation. Yr4: relative clauses and relative pronouns. Yr5/6: modal verbs.  <b>KEY TERMINOLOGY:</b> topic heading, introduction, facts, bullet points, captions.	<b>GRAMMAR KNOWLEDGE:</b> Yr2: adverbs. Yr3: adverbials. Yr4: modal verbs. Yr5/6: subjunctive form.  <b>KEY TERMINOLOGY:</b> pronouns, point of view, opinions, informal, rhetorical question, chronological.